

HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL

CHILDREN FIRST PROGRAM

EVALUATION FOR SCHOOL YEAR 2003-2004

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FAMILY AND CHILDREN FIRST PROGRAM EVALUATION

SCHOOL YEAR 2003-2004

EXECUTIVE SUMMARY

The Hamilton County Family and Children First Council provides full service schools (called the Children First Plan or CFP) in 11 schools in Hamilton County. The CFP works to promote school achievement, positive youth development and family involvement in those schools. The overall goal of the Children First Plan is to concentrate services and structures and to use flexible dollars and creative strategies in a group of schools and neighborhoods in Hamilton County to improve several school-level outcomes known to be associated with the well-being of school-age children and adolescents.

The 2003-2004 school year was the seventh full year of the Children First program. During 2003-2004, the CFP was provided in the following schools in the Cincinnati Public Schools district: Aiken High School, Gamble Elementary, Schwab Elementary, Vine Elementary and Quebec Heights Elementary. The program was provided in Norwood Middle School, Allison Elementary and Sharpsburg Elementary in Norwood City Schools and St. Bernard Elementary, Elmwood Place Elementary and St. Bernard Middle School in St. Bernard Elmwood Place City Schools.

The evaluation of the Children First Program for school year 2003-2004 consists of the following:

- Description of services provided and numbers served
- Qualitative program highlights from each school
- Teacher Child Rating Scores (pre and post test scores) on children in FCFC groups
- Teacher Surveys
- Parent Surveys
- Contract agency evaluations of services delivered at FCF schools

Details about each piece of the evaluation can be found in the body of this evaluation. Key findings include:

- An average of 1315 children were in some kind of FCF service monthly during the 2003-2004 school year.
- Program highlights include vignettes illustrating substantial progress for many individual students, as well as an increase in parent involvement.
- Pre and post test ratings by teachers of children(TCRS Rating Scale) in FCF groups across schools showed statistically significant improvement in all areas measured:

peer relationships, assertiveness, task orientation and behavior control.

- Teachers in all FCF schools report great satisfaction with the Children First program. 94% of teachers surveyed recommend implementing the Children First program in all schools.
- Over 50% of parents in CPS schools in which there is a FCF program report seeing the school as a resource for parenting issues, emotional problems, family problems and as a place to enjoy fun activities with their child.
- Individual agency evaluations showed improvement in participants' knowledge and attitudes about risk taking behaviors when pre and post tests were utilized and high satisfaction level from service recipients and teachers. The outcome data available was positive but there was a limited amount of individual student outcome data presented from most agencies.

In past FCFC evaluations, performance indicators included school-level measures such as absenteeism, disciplinary actions and academic performance. These measures reflected the status of all the students at a school, not just the students who received FCFC services. Because the measures were so broad, there was little chance that any statistical test would be sensitive enough to pick up reliable changes in the measures. In essence, the FCFC students get lost in the larger population, even if they did improve. Additionally, in the past evaluations, FCFC schools were compared to non-FCFC schools that were utilized as control schools. FCFC schools would each have to be matched to schools with nearly identical student populations and operational conditions for this kind of comparison to be justified. No two schools in the FCF services area are sufficiently alike to meet this requirement. This year's evaluation team believes that these weaknesses in the use of school indicators are the reason past evaluation results have been disappointing.

Therefore, this year school indicators have not been used in the evaluation. The evaluation team has recommended that school-wide indicators be used instead as process measures. In other words, these indicators can identify problem areas at individual schools that can be the target of FCFC interventions. School indicators should be used for planning, not for evaluation. In the future, evaluation measures should be focused on the students who receive FCFC interventions, and the students should be compared to themselves (before and after intervention) to measure changes in behavior that might be attributable to FCFC programming.

Hamilton County Family and Children First Council

Children First Program Description

Since 1996, the Hamilton County Family and Children First Council has provided full service schools (called the Children First Plan or CFP) in up to 12 schools in Hamilton County. The CFP aims to promote school achievement, positive youth development and family involvement in those schools. The overall goal of the Children First Plan is to concentrate services and structures and to use flexible dollars and creative strategies in a group of schools and neighborhoods in Hamilton County to improve several school-level outcomes known to be associated with the well-being of school-age children and adolescents.

The 2003-2004 school year was the seventh full year of the Children First program. During 2003-2004, the CFP was provided in the following schools in the Cincinnati Public Schools district: Aiken High School, Gamble Elementary, Schwab Elementary, Vine Elementary and Quebec Heights Elementary. The program was provided in Norwood Middle School, Allison Elementary and Sharpsburg Elementary in Norwood City Schools and St. Bernard Elementary, Elmwood Place Elementary and St. Bernard Middle School in St. Bernard Elmwood Place City Schools.

The hallmark of the Children First Program is the FCFC Coordinator. Employed by the Family and Children First Council but housed at the school, the Coordinator plays an integral role in overseeing the FCFC school program, soliciting and monitoring providers and working with teachers and administration to help design and coordinate a program that will meet the needs of the students and their families.

The Coordinator arranges for many programs at the school; most of the services are paid for by the Council through contracts with private providers. Programs range from long term, intense, individually oriented interventions such as mental health and substance abuse treatment, school nursing services, groups for grieving children to broad based events such as after school art programs, recreational activities and health and family fun fairs, which enhance student and family connections with the school. Services in each school are selected according to school needs and change from year to year depending on effectiveness.

The Family and Children First Council contracts for most services provided in the schools, although some are provided free of charge. On average the Council contracts with about 25 agencies per school year for service provision in its CFP schools. In school year 2003-2004, contracts for services ranged from a low of \$1800 to a high of \$260,000.

FCF schools also received a number of services that were provided at no cost to FCF or the school. Providers often want to provide services that are funded by other sources in FCF schools because of the Coordinator's ability to assist in getting their programs up and running, their ability to smoothly incorporate the service into the school and because of the presence of the other FCF providers. Services received by the FCF schools in this manner ranged from \$25,000 to \$480,000. The average amount of no-cost to FCF services per FCF school was about \$100,000.

Over the years, programs in CFP schools have ranged from long-term oriented interventions such as groups for building social skills to broad-based events such as health and family fun fairs. There are many programs that are similar in all the CFP schools. Listed below are the main examples of core programs offered in most of the CFP schools during the 2003-2004 school year.

Core Programs at Most Schools	
Abstinence Programs	Mental Health Assessment and Treatment
Alcohol and Drug Prevention Groups	Nutrition presentations and programs
Alternatives to Suspension Programs	Open House with Service Providers
Anger Management/Conflict Resolution	Parent Programs and Family Activities
Attendance Incentive Programs; Awards Programs	Peer Mediation Programs
Bereavement Groups; Grief Counseling	Referral and Triage Services
Crisis Intervention Services	School Staff Training and Development
Drug and Alcohol Assessment and Treatment	Social Skills Training/Life Skills
Health Services	Transition Programs
Integrated Services Team within school	Truancy Programming
Leadership Programs and groups	Tutoring and Recreational Programs

There are also a number of programs in each school that are designed to meet the individual needs of that school. The following are a list of some of the unique programs at each CFP school during the 2003-2004 school year.

Selected Unique Programs			
Aiken	Schwab	Gamble	Norwood
CF Incorporated into School Discipline Policy Keep Cincinnati Beautiful Leadership Team (Received Lighthouse Vision Award 2000-01 and Inclusion Award 2003-04) Pay It Forward Peer Mediation Step Team Student Art Sale Summer Bridge Team Building (9 th Grade) Teen Parenting Winners Walk Tall	Friends of the Children Girls on the Run Nutrition Council Fun and Fitness Summer Arts Enrichment Programs Truancy Winners Walk Tall	Anti-Bullying Program Buckeye Ranch Prevention Film Gamble Elementary News Monthly Publication May Day (Incentive Event) Men on Our Kids Lives Peace Team Positive Outreach Programs Student Leadership Exchange Program	Dad's and Mom's Clubs Family Fun Night Human Sexuality with Developmental Disabilities KEYS Program Lunch Buddy Mentoring Mom and Me Series Organizational Skills Training
	Quebec Heights	Vine	St. Bernard/ Elmwood Place
	AMEND Program (YWCA) Fat Tuesday for Fathers Girls on the Run Making Abstinence Possible (MAP) Monthly Parent-Staff Education Seminars Peacemakers Positive Intervention Assistance Price Hill Back to School Fair	"Reading is Fundamental" school-wide book distribution Attendance Incentive Breakfast Book Club for Parents Family Fun Picnic Fathers Club Final Friday Celebrations Grandparent Support Grp Guess Who's Coming to Lunch Kroger Mentoring/Tutoring Project Parent Resource Center Family Fun Events School Ambassadors (Transition)	Alternative to Suspension Changing Families/absent Parent Groups Dad's Club Girls on the Run Nutrition Carnival Single Parent Group Tartan Leadership Club Teens against Alcohol Transition Camp Program Truancy Court

During the 2003-2004 school year, an average of 1315 children were in a CFP service per month. Over the course of the school year 6575 children received services; this number may include some duplicates as some children are in more than one service.

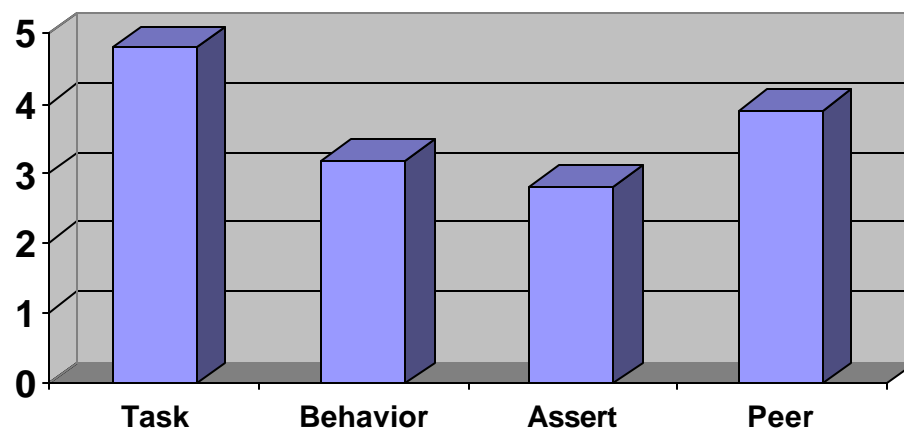
TCRS Scores

The Teacher Child Rating Scale, Version 2.1(T-CRS 2.1) is a teacher reported assessment tool designed to measure behaviorally oriented school adjustment problems and school-related competencies in children. It measures such areas as a child's learning skills, frustration tolerance and social skills. The rating form consists of 32 items assessing positive and negative aspects of a child's socio-emotional school adjustment that are rated by the child's teacher. By grouping these items into four empirically derived scales, the T-CRS 2.1 assesses:

- Task orientation
- Behavior Control
- Assertiveness
- Peer social skills

In all of the Children First schools, 203 children in a variety of FCFC social skills and /anger management groups were rated by their teachers on all 32 items prior to the beginning of the groups and at the conclusion of the groups. Results showed statistically significant change (improvement) in all four areas when looking at the scores of all schools combined. The results for all Children First schools combined can be seen in the following chart:

**TCRS Change Scores
All Schools Combined
School Year 2003-2004**



Scale name	Time	Number	Mean	Std. Deviation	T-ratio	Significant?
Task orientation	Initial	219	20.53	8.68		
	Final	218	25.34	9.09		
	Change	202	4.7	6.82	9.8	Significant
Behavior Control	Initial	221	22.3	8.49		
	Final	218	25.73	8.37		
	Change	204	3.3	5.89	8.02	Significant
Assertiveness	Initial	220	24.9	6.51		
	Final	217	27.76	6.18		
	Change	202	2.73	4.54	8.53	Significant
Peer Sociability	Initial	219	24.31	7.81		
	Final	217	28.43	7.08		
	Change	203	3.91	6.1	9.13	Significant

Positive scores indicate improvement. The standard deviation is a measure of the dispersion of scores around the mean. The t-ratio is an expression of the magnitude of the change. Statistically significant at $p < .10$.

When looked at school by school, all schools but Elmwood Place and Norwood Middle school showed statistically significant change (improvement) in all 4 areas. In Elmwood Place although improvement was shown in 3 of the areas measured, the sample size was too small to be considered significant. In Norwood Middle School, improvement was shown in 2 of the 4 areas but the sample size was again too small to be considered significant. Individual school scores can be found in the appendix of this evaluation.

PARENT SURVEY

In the past, the Family and Children First evaluation included an annual parent telephone survey seeking opinion on issues such as connectedness to the attended school and parents perceptions of the school as a resource for non educational activities or resources. This survey was conducted with a sample of parents from all FCF schools, grades 1 to 3. Significant changes occurred to the parent survey and the manner in which it was conducted for fiscal year 2004 which may have impacted the findings from 2004. Among these changes, the survey items were incorporated into a larger telephone survey effort conducted by the Cincinnati Public Schools as opposed to the more focused effort of only FCF schools in previous years. In 2004, the survey was conducted with parents of students in grades 1 through 8 were surveyed, as opposed to previous years when parents of students in grades 1 to 3 were surveyed. In 2004, interviews were conducted by CPS staff volunteers, as opposed to professionally trained interviewers who conducted the FCF survey in the past and a very modest number of responses (n=136) were obtained from parents with children in FCF involved schools, as opposed to a much larger sample in previous years (n=405).

These issues may have introduced various forms of coverage, measurement, non-response and sampling error which could impact the findings. As a result, comparisons have not been made with findings from the previous years' efforts. In lieu of these comparisons, statistical tests were conducted to discern differences between the FCF involved schools and non FCF involved schools within the Cincinnati Public School district. These analyses indicated no significant differences in responses between FCF school respondents and other CPS school respondents.

The following is a summary of the responses of the parents of students at Children First schools surveyed by telephone at the end of the 2003-2004 school year.

At the conclusion of the 2003-2004 school year, 136 parents of children in the CPS Children First Schools (Aiken, Gamble, Schwab, Quebec Heights and Vine) were surveyed by telephone as part of the Cincinnati Public School Districts' survey of parents. 49% of the respondents from the Children First schools respondents were parents of females and 51% were parents of males. 80% were parents of African American students, 18% were parents of White students and 2% were parents of students of Other races.

The following questions and responses were received from the parents of children at Children First schools.

1. Do you think of your child's school as a resource for helping you with parenting issues?

Yes	<u>51%</u>
No	<u>39%</u>
Don't Know	<u>7%</u>
NA	<u>3%</u>

2. Do you think of the school as a resource for helping if your child has behavior or emotional problems?

Yes	<u>57%</u>
No	<u>33%</u>
Don't Know	<u>7%</u>
NA	<u>2%</u>

3. Do you think of the school as a resource for getting help if you are having family problems?

Yes	<u>37%</u>
No	<u>48%</u>
Don't Know	<u>12%</u>
NA	<u>2%</u>

4. Do you think of your child's school as a place for having fun activities with your child?

Yes	<u>58%</u>
No	<u>23%</u>
Don't Know	<u>6%</u>
NA	<u>13%</u>

5. Has your child's teacher/teachers given you any positive feedback about your child this school year?

Yes	<u>82%</u>
No	<u>14%</u>
Don't Know	<u>1%</u>
NA	<u>2%</u>

6. Generally speaking, do you feel like your child's teacher/teachers care about your child?

Yes	<u>84%</u>
No	<u>10%</u>
Don't Know	<u>5%</u>
NA	<u>1%</u>

TEACHER SURVEY RESULTS

At the end of the 2003-2004 school year, a total of 214 school staff were surveyed about their satisfaction level with the Children First Program. The following is a summary of the responses from all schools combined.

1. **In School Year 2003-2004**, how satisfied are you with each of the following aspects of the Family and Children First Plan:

(PERCENT OF RESPONDENTS)

	Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Neutral (3)	Somewhat Satisfied (4)	Very Satisfied (5)
a. Children First activities	2	2	14	15	64
b. Opportunity for input	3	3	18	17	58
c. Coordination of services	4	1	16	19	57
d. Dissemination of information	2	5	16	19	55
e. Referral Process	2	3	14	22	56
f. Follow-through	3	4	14	19	56
g. Performance of Coordinator	3	3	9	20	63

2. **Overall**, how satisfied are you with the Family and Children First Plan?

(PERCENT OF RESPONDENTS)

	Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Neutral (3)	Somewhat Satisfied (4)	Very Satisfied (5)
Satisfaction	3	3	9	20	63

3. **During this school year (2003-2004)**, what degree of **impact** do you feel the Family and Children First Plan has had on the groups listed below?

(PERCENT OF RESPONDENTS)

	Very Negative (1)	Negative (2)	No Impact (3)	Positive (4)	Very Positive (5)
a. Impact on students	0	2	8	31	56
b. Impact on teachers	1	2	18	31	44
c. Impact on administrators	0	3	27	22	43
d. Impact on school, in general	0	2	13	29	53
e. Impact on parents	0	6	19	27	43
f. Impact on community	0	5	21	27	42

4. **In School Year 2003-2004**, in what ways have you been involved with the Family and Children First activities and interventions? (PERCENT OF RESPONDENTS)

67% Made referrals to Family and Children First coordinator
70% Encouraged student participation in Family and Children First activities
53% Attempted to increase parental involvement

- 36% Changed discipline strategies within your classroom
- 51% Made direct referrals to Family and Children First intervention providers
- 31% Planned and organized interventions
- 25% Provided input in planning for programs
- 13% Participated in training related to Family and Children First interventions
- 16% Taken part in novel team approach involving the Family and Children First program

5. Would you recommend implementing the Family and Children First Plan in other schools?

94% Yes 4% No 2% NA

6. Teachers' Perception of Interactions with Parents and Parental Involvement

(PERCENT OF RESPONDENTS)

	Not at All	A little	Some	A lot	A whole lot
Parents interested in getting to know you.	5	19	42	11	7.5
How well you feel you can talk to and be heard by parents.	1	11	34	24	14
How comfortable are you talking to parents.	1	2	10	37	34
Parents have same goals as the school.	6	19	42	11	5
Extent parents do activities to encourage child's positive attitude towards education.	4	26	35	11	6
Parent involvement in child's education and school life	2	28	39	7	4

	Never	Occasionally	Sometimes	Often	Very Often
How often do parents ask questions or make suggestions about their children.	2	38	34	11	6

7. Which would be most helpful to you in learning how to work with parents:

Coaching(individual assistance) 20%

Training on effective communication 16%

Written materials on positive communication techniques 7%

Training in different cultures 16%

8. Some people have suggested that more focus should be placed on prevention. Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?

(PERCENT OF RESPONDENTS)

58% increased focus on prevention at your school

3% decreased focus on prevention at your school

28% no change in focus on prevention at your school

8. What do you think would increase the effectiveness of the Family and Children First Plan?

Most common responses:

- More resources
- Better communication
- More parent involvement

CHILDREN FIRST PLAN HIGHLIGHTS

At the end of the 2003-2004 school year, each of the coordinators wrote a brief description of one of the unique program highlights of the past school year in their school. The following is a brief summary from each Family and Children First Coordinator.

Vine Elementary: Helen O'Neal, Coordinator

For the first time since starting the parent center, a core group of parents began participating on a daily basis. They stayed throughout the day, participated in activities, and performed a variety of volunteer functions for the school. Some of the highlights of the Parent Center activities included:

Book Club for Parents

The parent group met weekly to discuss pre-selected Book of the Month. We chose books that dealt with relationships, fidelity, child rearing, and celebrity. Parents were able to discuss these issues openly and relate them to their own experiences. Prior to beginning discussion of the book, one of the group leaders presented a biographical sketch of the author. Group leaders volunteered to facilitate book discussions each week. At the end of the month, we viewed a video or movie that related to the issues discussed during the month. If the book has been made into a movie, we showed the movie version. Light refreshments were served each week. One of the benefits of this activity is that low functioning readers are motivated through video and interactive dialogue to read and discuss issues of personal importance to them and their children.

Guess Who's Coming to Lunch

This is a non threatening and entertaining way of informing parents about politics and other topics that directly impact their community.

Bi-weekly discussions were held in the parent center at noon. Participants were invited to bring a brown bag lunch. Dessert and beverages were provided. The featured guest presents a 15 – 20 minute talk on a topic of interest. A question and answer session followed. At the end of the session, a short period of time is allowed for social interaction. Local celebrities, politicians, and representatives of community groups have been the featured speakers. This has been very well received and the speakers, particularly the politicians, have also really enjoyed the experience. One of the unexpected benefits is that some parents have been motivated to register to vote.

Unique student activities sponsored by FCFC at Vine have included the following:

School Ambassadors

A select group of students in 6th, 7th and 8th grades were trained as student leaders. They received training in conflict resolution and peer mediation techniques. During the school year, these students met on a weekly basis with an adult group leader to reinforce skills and to discuss ways of improving the school community. In the 2004 –05 school year, they will have the task of helping bring two school communities – Vine and Rothenberg – together as one. These students will serve as role models for the rest of the student

body, and they will have prominent roles at larger school events. This service helps build self esteem and leadership skills as well as provide a valuable service to others.

E-Mentoring

A business group committed to contacting assigned mentees once weekly by E-mail over the course of the school year. There was a social event planned at the beginning of the school year for participants to meet each other. Communication focused on getting to know each other personally to help with homework projects. One of the most successful activities has been on reading a book together and follow up activities that relate to the class project. Students responded positively to monthly incentive awards for participation. Toward the end of the school year, students were invited to tour the work place of their E-mentors. This project was great for improving computer skills as well as introducing students to different career options. These cyber discussions provide an important link between students and the business community. When students see that people they like are successful in the business world, they often aspire to be like them. Some of these relationships become close and more like traditional mentoring relationships.

Attendance Breakfast

Quarterly celebrations were held to recognize students who had perfect attendance, excellent attendance, and most improved attendance. Parents and guardians were also invited to the breakfast. In addition to celebrating the achievements of the students, we recognized the role of the parents. In fact, the family with the highest attendance record also received an award. We have established a tradition of inviting local celebrities as speakers to reinforce the importance of the occasion.

Norwood City Schools: Deb Robison, Coordinator

Lunch Buddy Mentoring Program

Students in Norwood Family and Children First schools are eligible to participate in the Lunch Buddy Mentoring Program. Lunch Buddy Mentoring matches a student to a mentor, usually a local business person in the Norwood community. The mentor meets with his/her student on a weekly basis. The mentor brings lunch for the student most often from a nearby fast food restaurant. The mentor and the student spend a lunch bell discussing whatever issues or concerns the student might have. It is not uncommon for students to turn to their mentors for advice or bring up concerns which in turn the mentors seek additional help (i.e. abuse/neglect, substance abuse issues).

The mentoring coordinator oversees the recruitment of both students and mentors. She screens, trains and supervises mentors. Additionally, she functions as a case manager for students in the program, collaborating with teaching staff, mentors, parents, other FCF providers and supportive services.

Lunch Buddy mentors often go the extra mile with both the children and their families. During the 2003-2004 school year some of the mentors did the following:

- Arranged for Thanksgiving baskets to be delivered to the family he worked with
- Attended court proceedings
- Arranged for tours of their worksites
- Advocated with the family to seek additional treatment services
- Took children on additional field trips (i.e. zoo, ball game)
- Met with teachers to develop behavior plans for their students

During the 03-04 school year there were a total of 26 matches.

Date with Dad

Based upon the research that girls need a strong healthy relationship with her father or other adult male the Allison DADs club organized a Date with Dad. This informal dance is a time for girls Kindergarten through sixth grade to spend the evening with their fathers (or other significant male role model.) This year's dance drew approximately 450 students and their "dates." A local florist donated carnations for fathers to give to their daughters. A talented parent took father/daughter pictures. Held on Elvis' birthday, an Elvis impersonator provided the entertainment. Fathers and daughters danced, laughed and spent time together. This event has been an excellent opportunity especially for girls who do not live with their fathers. One young lady's father lives in Columbus. He called several times to check on times and weather conditions as he wanted to make sure that he made it on time to pick up his daughter for the dance. It is a wonderful opportunity for the community to step in for children without a father. Several neighbors or friends of the family came with girls whose fathers are not available. Some of our young Hispanic girls (whose father is still in Mexico) were escorted by their teacher's husband.

Therapeutic After School Program

St. Joseph Orphanage runs a partial hospitalization program on site. The program works with students with a DSMIII diagnosis. The program is intensive. It operates Monday-Friday from 3:15-7:00PM. Students are enrolled in the program for 6-12 months. While participating, children receive group counseling, individual/family counseling, psychiatric consultation and medication review. Part of what makes this program so successful in modifying behavior is that is connected to the school. Students having problems during the day are permitted to see program staff. Staff are frequently called to the classroom or office to offer support and insight. Often students will stop by just to fill the staff in on their days, potential problems and how they have handled things. Teachers and administrators frequently comment how pleased they are with the progress they notice in the students who participate in the program.

Quebec Heights Elementary: Robert Myers, Coordinator

League of Extraordinary Gentlemen

The "League of Extraordinary Gentlemen" after school club is a social skills group for 5th-8th grade young men. The focus is on resolving conflicts peacefully, understanding the use of power and control by peers, increasing levels of responsibility and motivation,

and on developing leadership skills. We chose the after school time frame to provide a safe and productive environment for students during prime hours for at risk behaviors.

The maximum number of young men in the group is fifteen. The group activities include one hour of interactive discussions about a variety of topics, followed by one half hour of supervised recreation. The group filled up so quickly that we had to start a waiting list.

Once the group members understood that the recreation time was contingent on their behavior during group, they took responsibility for their behavior. Our behavioral specialist who facilitated the group and supervised the recreation, applied the social skills covered during group, to the interactions of the competitive games, and as a result the lessons were backed up with application. The group was so well received that we are adding a young ladies group this year.

Back To School Fair

FCF and ten other agencies team up to put together the Price Hill Back To School Fair. The event is open to families in the three zip codes, which comprise the Price Hill area. School supplies are provided to the students who attend.

There are vision and speech/hearing screens performed, free haircuts, and information booths that include local agencies, tutoring and nutritional information. Additionally there are snacks, entertainment, and school supplies that are given out.

We have twenty-five tabletop displays from 25 different Hamilton County agencies that service children and families in Hamilton County. Each exhibit table is operated by a representative of one of these agencies.

Parents and children are required to attend together. We set up the fair so that the families walk by the booths and screenings in order to reach the school supplies. In the past four years we've averaged approximately 800 students receiving school supplies at no cost. The average number of families is 300.

Positive Intervention Assistance Program

The Positive Intervention Assistance Program (PIA) makes use of interventions specifically tailored to the students' age and development. The programming is part of the school's progressive discipline plan for K thru 6th grade.

One of the advantages of PIA is that students are assigned to PIA before there is a discipline referral that would require administrative intervention.

The 4th, 5th, and 6th graders receive the PIA program for 1 ½ hours after school on Wednesdays. . Each week one teacher from the team remains and participates in the programming. The behavioral specialist facilitates the intervention but does give the opportunity to the teacher to address the students.

The programming is divided into three groups: K and 1st, 2nd and 3rd, and 4th thru 6th. K and 1st meet 2x per week for 20 minutes a session. We use the “Second Step” curriculum, which was purchased with Quebec Heights Safe and Drug Free monies, as a basis for the programming.

One of the advantages of teacher involvement is that they have more buy in to the programming and gain a better understanding of how it works. The teachers also see the behavioral specialist model a variety of creative strategies which are effective. As a result of our requirement for parental permission the teachers are making parent contact earlier, prior to any large problems.

A side benefit of the PIA programming is that the behavioral specialist knows both the teacher and the student, and as a result of these relationships he can consult with the teacher and work specifically with that student on behavioral strategies.

Staff Seminars

For the past few years, FCFC has conducted staff seminars for the teachers at Quebec Heights. The topics have included: stress management, creative ways of dealing with misbehavior, and diversity.

This past year, the focus of staff seminars at Quebec Heights has been on Appalachian culture. The trainings included a general Appalachian culture briefing, a neighborhood tour after which participants dined on corn bread and beans at a local restaurant, a discussion on Appalachian culture, a two-part presentation on how to create curriculum applying the lessons learned, and a presentation by a well-known storyteller/musician to promote the Appalachian festival. Originally, presentations were approximately one hour long but this year we bumped them up to one and one-half hours.

The focus this year has been on improving teachers’ knowledge and comfort with Appalachian issues and Appalachian culture. By learning how to best approach these kids and their families, teachers can increase the school connectedness of these families, and as a result more successfully educate a large population of Appalachian students.

Schwab Elementary: De’Lisa Moore, Coordinator

Girls On The Run

Girls On The Run is a Fun, Fitness, and Social Skills after school program for 20 pre-teens on how to make healthy decisions, resolve conflict, and understand the value of getting along. The program involved teaching the girls to compete with each other utilizing good sportsmanship. All the girls were expected to get physically fit to compete in a big race at the end of the program. The curriculum focused on running/walking, workout and games that teaches specific life skills.

The benefit of the program was working with a mixture of diverse students who had difficult behavioral problems that put them at risk for multiple suspensions, and possible academic failure and coupling them with students who were successful

academically and not at risk. What made the program successful was teaching each girl to identify negative behaviors and verbally getting them to take ownership of behaviors they needed to change. This was done by focusing on the girls' strengths rather than their weaknesses.

Nutrition Council

This program is a four week after school program that focused on fun and fitness for intermediate and older students. The program involved students preparing and tasting healthy foods. The program targeted 8 to 10 students. Students learned about food groups and what was considered healthy foods as opposed to foods that did not have good nutritional value. Students were able to develop cooking skills while learning about nutrition and physical activities. Students became more conscious about how to eat and began to share information with parents about what they learned and attempted to change their eating behaviors.

Brother to Brother Group

This group is a program for males in the 7th and 8th grade. This group targeted males at risk of substance and chemical abuse, risky behaviors and poor decision-making. The groups targeted 10 to 12 males. Members participated in an intimate group setting, whereby they were able to have an open dialogue about some of the activities they were involved with in their communities and how they wanted to feel connected to their peers. The group had guest speakers that were able to relate to the youth, but help them identify the importance of being positive leaders, not followers. They went on field trips that exposed them to things that happened outside of their communities and showed them how they could get involved in positive activities.

The benefit and success of the program was seen in the drastic changes of some of the school's most difficult students. Most significantly, students were able to change the attitudes that impacted their behaviors once actively involved in the group. In addition the young men teamed up and learned to support one another.

Summer Arts Enrichment

The Summer Arts Enrichment program is a 5 week program that involved 20 to 30 students. The program focused on students' art ability, conflict resolution, and ability to respect differences. Students were divided into groups according to age and grade. The students were given a positive word for the day and had to use the word throughout the day. They were also given a new art project each week and had to work as a group to complete the project. They rotated between art groups to conflict resolution groups. Field trips were planned for each week that centered around the arts. In addition older students were recruited to be paid workers who assisted in overseeing the younger student groups through the Citizens Community of Youth agency that hires 14 year old and older students. The success of this program can be seen in the cooperative spirit in the older student workers that reinforced each other's positive behaviors and encouraged them to respect one another's differences. The young workers were taught to have a strong work ethic. Students were well behaved on all field trips, and attendance was high from beginning to end.

Aiken High School: Joan Pack-Rowe, Coordinator

Team Building

Team Building for 9th grade is designed to assist student's transition from elementary to high school. The curriculum is designed specifically for Aiken students and addresses study skills, social skills, communication, problem-solving, resolving conflict, substance abuse prevention, healthy relationships, healthy lifestyle, etc. Each 9th grade homeroom spends one bell per week with a mental health professional from Family and Children First. Classes are experiential and teachers are required to participate as well as students. There are approximately 100 students per 9th grade team; two teams participated during the 2003-2004 school year. A pre- and post- test are administered randomly each year (TCRS). Results indicate improvement in most categories this year. Students also complete a survey at the end of the year. Attendance and discipline are also tracked.

Questionnaires given to students at the end of the school year reflected the following results:

Has anything we've talked about this year influenced the way you think about or the way you relate to other people? Yes – 80.46% No – 11.54 %

Do you think our meeting together was beneficial? Should we do this again next year with the 9th graders?

Yes – 96.2 % No -3.8%

Winners Walk Tall

Winners Walk Tall is a character education program taught to primary students at Schwab Elementary School by Aiken University High School Students. Each week, 12 Aiken 10th and 11th graders prepared lesson plans based on the Winners Walk Tall themes and delivered these lessons to K – 2nd graders at Schwab. Based on feedback from the Schwab students and teachers, this program is very successful. Teachers and students looked forward to the Aiken students coming each Thursday and often scheduled their activities around those visits. The Aiken students were showered with cards, letters and gifts as the school year ended and Schwab teachers have already requested the program for the 2004-2005 school year.

Leadership Team

Leadership Team is an extracurricular organization at Aiken open to all students. Each year, community service projects are selected for student participation. We have volunteered at over 50 service organizations, such as Ronald McDonald House, Coalition for the Homeless, American Heart Association, Coalition for Community and Justice, Hamilton County League of Voters, Our Daily Bread, Freestore, Tender Mercies, Millcreek Habitat for Humanity, and many, many more. Leadership Team is a powerful prevention program designed around celebration and reflection. The group has won many awards such as the Lighthouse Vision Award, the Inclusion Network Award, Hamilton County Youth Services Award, and the Presidential Youth Service Award.

Approximately 75 core students participate each year and many students come back to

volunteer after graduation. Students frequently state that they would not have stayed in school to graduate without involvement in Leadership Team. The group becomes very supportive of one another; we stress substance abuse and violence prevention. The group is known as the “Heart of Aiken”.

Student Art Shows

Student Art Shows take place at Aiken two times each year. In an effort to help students learn to value their work, the first show took place in the spring of 1998. Student work was displayed and offered for sale. Eighty percent of the proceeds would go to the artist and 20% to the PTO to assist the art department in replenishing supplies needed for art shows. The shows have become very popular and many students participate, however, now many of them only display their work and do not offer it for sale as they wish to keep it for themselves.

Quarterly Awards Breakfasts

Quarterly Award Breakfasts are held for students who have earned Honor Roll, Citizenship and Attendance recognition. Special awards are given each quarter as well, such as School Spirit, The Buckle Down Award, Excellence in Computer Graphics, The Hit the Ground Running Award, etc. Breakfast is served for the honorees and their parents. Tables and chairs complete with linen are set up in the designated area and the room is decorated with school colors. Students are called to the podium individually to receive their certificates from the principal. Often, there is entertainment or a guest speaker. This has become a coveted event for students - they are actually becoming mindful of their academic performance, attendance and behavior during the quarter because they want to be included in this event! One parent of a student who had never won an academic award has framed the two awards her son received during 3rd quarter of the 2003-04 school year and displays them on the living room mantle. She now expects him to receive awards each quarter. This child, who has had profound math anxiety, ended up tutoring elementary students in math during a Leadership Team project.

Gamble Elementary: Tricia Smith, Coordinator Buckeye Film Festival

This program is a school based prevention and education process and a vehicle for student creativity and expression. There are four program components: (1) school assembly, (2) a two session curriculum on decision making, (3) the film development process, and (4) The Buckeye Ranch Film Festival held in Columbus, Ohio. Students decide the topic, write the script and perform in these five-minute films directed by media professionals from The Buckeye Ranch. Produced films, which show options to prevent aggression toward self and others, are used to educate the general public and other youth. Twenty-two participating students created the anti-violence message and taught it to 220 younger students, who loved seeing other students in the film. Moreover,

this activity is a tremendous boost to students' self-esteem and their connection to their school..

Student Leadership Exchange Program

This program promotes positive peer relations among students attending different schools in the same community. Student leaders visit the nearby school to participate in organized social and educational activities. These exchanges provide opportunities for students to go beyond their comfort zones and demonstrate their communication and social skills in an unfamiliar environment. Examples of activities include violence prevention school assembly, planning for park beautification project and D.A.R. E. presentation. These events encouraged over 200 students from diverse backgrounds to meet and share their school experiences.

May Day Event

May Days are incentive events to reward those students who have exhibited positive behavior during the fourth quarter of the school year. Specific criteria are used to determine those students who are eligible to attend: no discipline referrals; no unexcused absences; and, teacher approval. A marketing campaign, that includes posters, student announcements and newsletter articles, begins early in the quarter and builds in intensity to the last Friday before the events. Participating students receive invitations for their parents to attend also. May Day is very successful because students, teachers, administrators and parents are all involved in the planning and implementing of this end-of-the-year recognition program. Its popularity has contributed to the rising number of students eligible to attend this event. Approximately 250 kindergarten through third-graders and 200 intermediate/7-8th graders (out of enrollment of 580) participated in this year's event.

Grandparents Day

With the increasing number of grandparents serving as caregivers to school-aged children, Grandparent's Day serves to: (1) acknowledge and honor grandparents; (2) develop a relationship with the students' grandparents; and (3) involve grandparents in their grandchild's education. When grandparents arrive, they are greeted by the Parent Involvement Coordinator, Children First providers and the school principal. When they leave, the staff take the opportunity to discuss with them their day, stress the importance of their involvement at school and present them with tokens of appreciation. Eighty grandparent have attended this event for 2 years in a row, demonstrating the importance of acknowledging extended family member participation in school activities.

Positive Outreach Program

Children First providers and the Parent Involvement Coordinator host this community outreach event in the Fay Community Center. Gamble teachers, the principal, Truancy Court staff and service providers join with the Director of the Fay Community Center to inform families of upcoming events and answer questions regarding available school and family services. Parents are oftentimes surprised and excited the team visiting "their

home.” This program provides a great opportunity for families to communicate positively with educators and social agency representatives.

Student Leadership Exchange Program

This program promotes positive relations among students attending different schools in the same community. Students visit neighbor schools to participate in organized social and educational activities. This provides opportunities for students to demonstrate their communication and social skills, as well as expand their knowledge of diverse populations. Examples of activities include: planning of beautification project, violence prevention school assembly, D.A.R.E. presentations on drug prevention.

St. Bernard Elmwood Place: JoAnn Wheat, Coordinator

Dad’s Club

St. Bernard Elementary developed a group call the Dad’s Club in 2003. This group was developed to help increase the involvement of dads on the school. Some of the activities that dads became involved with include:

- Open House- Dad’s Club had a booth to recruit dads during Open House
- Spring Festival- Dad’s Club provided activities to raise funds for group outings they could attend with their children.
- Staff vs. Parents basketball game. This allowed parents to become more familiar with staff and improve communication.
- Father Daughter Dance- This again allowed fathers to become involved in an activity at the school.

The Dad’s Club started with 2 dedicated dads and by the end of the school year they had recruited 12 dads. The dads reported that they feel more comfortable at the school and feel communication with staff had improved.

6th Grade Teambuilding Initiative

This program was developed to bring the two elementary schools in our district together before combining them in the 7th grade in the high school. This is a 1/2 day workshop for students help in a neutral location, usually a local park in the community. Focus of the Teambuilding Initiative include:

- Speakers who familiarize students with teambuilding, leadership and cooperation.
- Familiarizing them with staff members from the high school.
- Bringing the two schools together to help the students become familiar with each other and develop a sense of school bonding.

The students identified that the Teambuilding Initiative was helpful to them in helping them feel more comfortable about the upcoming transition. This day is followed with a week long Transition Camp in the summer.

Case Coordination Network

This network consisted of the following: Family and Children First Coordinator, School Psychologist, Attendance Case Manager, School Mental Health Therapist, 21st Century and School Based Health Center representatives. The Goals of this network included:

- ❑ Avoid duplication of services.

- ❑ Collaboration regarding children referred to services in our schools.
- ❑ Streamline the referral process

The Results of this Network include:

- Development of a “Services Matrix” which allowed us to write a grant for possible funding of services in our schools.
- Joint funding of services offer to students by the Network.
- Increased communication regarding resources available to students and families.
- Identification of gaps in services available.

The benefit of bringing all of these providers together monthly to discuss these issues was obvious to all that participated. Sharing of knowledge allowed us to improve services and how they were delivered. It also improved how staff communicated and helped bridge gaps in referral process.

Girls Group

SBEP Girls Group consisted of 10 girls who had been retained in the seventh grade and were in danger of being retained again. The group met weekly for 8 weeks. The girls met during their lunchtime to talk about topics that they identified as factors in being retained. Some of the factors they identified included:

- ❑ Not feeling like they were part of the school. They felt that teachers treated them differently because they were known as “trouble makers” or they had siblings in prior years that were “trouble makers”.
- ❑ Lack of support from their parents. Many of the girls stated that their parents were not home in the evening and did not show any interest in their schoolwork or their grades. Most of their parents had not graduated from high school.
- ❑ Several of the girls had jobs to help support their families. They identified that their work schedule interfered in their ability to complete their homework and study.
- ❑ Low self esteem. Many of the girls had an overall feeling that they were “worthless” and did not feel capable of doing the work assigned.

Many of these factors were addressed in-group. The main theme became how to be responsible for yourself. The girls looked at the importance of setting goals to accomplish things and setting priorities. Another main focus was self-esteem. The girls enjoyed identifying positive aspects and negative aspects of self. We did several exercises to help them feel more comfortable in identifying positive aspects of self.

These girls remained positive and cooperative during most of the 8 weeks. They had some difficulty in the beginning with negative attitudes. Of the 10 girls that participated in the weekly group, 8 went on to the eighth grade. Staff also noticed a change in attitudes from many of these girls and requested the group for the next school year.

Contract Agency Evaluations

BEECH ACRES Evaluation Summary for 2003-2004 school year

Services Provided

Conflict Resolution, Peer Mediation and Social Skills Groups/ Alternative to Suspension Groups were provided in St. Bernard Elementary, St Bernard Jr. High, Elmwood Place Elementary, Schwab, Aiken, Quebec Heights and Vine Elementary schools. These groups focused on providing young people with a better understanding of communication, problem solving, de-escalating conflict, non-violent resolution of disputes, anger management and achievement of win-win agreements. Students were able to do exercises and role-plays related to these topics. Students and staff reported decrease in fighting and increase in positive behaviors from participants.

Behavior Management and Home/School Liaison Services were continued during the year for Gamble and Vine schools. These services worked with children and school staff to design and implement appropriate behavioral management alternatives for children. They also worked to provide a supportive linkage between the school and students' parents/guardians, the purpose of which was to enhance productive communication, reduce student absence and achieve better student behavior and academic performance.

Changing Families Groups were provided in St. Bernard/Elmwood Pl. schools. The purpose of these groups was to provide a forum for discussion and support among students being raised by adults other than their biological parents, and to deal with other family changes such as divorce, kinship care, foster care and stepfamily merging. Students had the opportunity to discuss challenges in adjusting to new environments and the impact upon their school and social functioning. Students were also able to enhance their coping skills and receive support necessary to improve functioning at school and home.

Teen Parent Group the group was offered at Aiken weekly to pregnant teens and teen parents, the group consisted of 38 teens total for the year. The teens got information about child development, and effective parenting and were taught and practiced parenting skills. They also discussed stress management and how to work with support systems to be able to meet academic demands in addition to managing their family and social life.

Did program accomplish what it set out to do? How did it relate to the Council's priorities?

The Conflict resolution, Anger management and Social skills Groups continue to be highly utilized by all FCFC schools contracting with Beech Acres and were very successful. Many teachers in all participating schools have reported that the kids attending the programs have shown improvements in their behaviors in the classroom. The kids in Quebec Heights Elementary who participated in the "Positive Intervention Assistance Program" had only 10% of the students returning a second time for intervention. These services were provided to a large number of children and addressed priorities of reducing suspensions and expulsions, and increasing school connectivity. They also potentially impact issues of abuse and drop-out rates. The groups also positively impacted the school environment in relations to reducing conflicts in the school, increasing feelings of safety and increasing positive behaviors. Special surveys were developed to assess how safe kids were feeling in the schools and results are attached.

Behavior Management and Home/School Liaison Services were provided at Gamble, Quebec Heights and Vine Elementary. These activities continued to provide individual time with students, group and classroom interventions, behavior management groups and consultation. Areas of focus were impulse control, decreasing disruptive behaviors and anger management. The goals for these services were as follows: 1. Increase positive communication between the school and the family, 2. Assist parents in solving issues that impact their children's attendance and/or academic performance, 3. Assist the family in assessing needs that impact the children's school experience, 4. Provide community referral information for additional needs of parents. 5. Provide consul Parents were mostly receptive to working with the Liaisons, and students showed an overall improvement in behavior in school and home as reported by teachers, parents and students. These services particularly addressed priorities of identifying alternatives to suspension and implementing appropriate interventions, improved parenting skills (for participants in the Vine Elementary parent club), as well as improving overall school connectivity for students and parents.

Changing Families Groups occurred at St. Bernard Jr. High and Elmwood Place Elementary. The groups were well received by the students. Facilitators focused on communication issues with school and family, conflict resolution, stress management, impact of home changes on school performance, making flexible adjustments, role clarification, normalizing reactions to changes, and peer support. The St. Bernard group members boded with one another and were of great support to each other during difficult times, the student expressed regret that the group did not last throughout the school year. These groups addressed priorities of reduced absenteeism and dropping out, enhanced school connectedness, and improved school performance.

The Teen Parent Group at Aiken addressed important issues for teen parents and improved the teens' ability to cope with the multiple roles of being a parent, a student and a teenager at the same time. The program was successful in imparting information, practicing skills and providing support for the teen parents. One of the teens informed one of the facilitators that participating with the group was the reason she was able stay in school. The group enabled the teen parents to cope more effectively with the challenges facing them, parent their kids appropriately and stay in school.

Utilization of services, i.e. numbers served, monthly attendance figures.

The unduplicated numbers of students are as follows below. These numbers reflect new students that were served each month.

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
10	174	416	145	119	91	86	132	109	66	87	25*

* June's number is an estimate as the month is not over at the time of the writing of the report.

The hours of services provided are as follows below

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
77	77.5	394.3	383.8	327.9	275.6	310.8	316.8	380.2	285.8	381.9	60*

* June's number is an estimate as the month is not over at the time of the writing of the report.

Summary of program evaluation results in the school site(s).

- This year we asked the students to report on their feelings of safety in the schools, and how they cope with anger. Results indicate that 90.6% of Jr. High and High School students report feeling pretty safe to very safe while 86.3% of Elementary School students feel pretty safe to very safe in school. 12% of Jr. High and High School students in our groups reported that they would hit or kick someone when they are angry while 27.7% reported that they would talk it out. These results as well as responses to other questions we asked students are attached.
- Satisfaction surveys for the teen parents show that indicate that 100% of students who responded rated the group as good and excellent. 83.33% rated the group as excellent. Overall average rating for satisfaction was 3.41 out of 4.0 maximum possible rating. Satisfaction for the Vine group indicated a 4.15 overall average rating out of possible 5.0. The summary of the responses is attached and the original surveys are available at Beech Acres.
- At St. Bernard the provider tracked several performance indicators for the students participating with the anger management and coping skills group, each child had a contract of what behaviors and academics they would improve on. Results show that the students had various behavioral gains and some academic gains, though those varied by individual.
- FCFC School Coordinator feedback throughout the year indicated overall satisfaction with the providers working in the schools. They indicated appreciation for the work being done by the providers in particular their work with school personnel and students. They saw improvement with the students and appreciated the ability to meet various student, teacher and school needs. FCFC coordinators have implemented various evaluations methods during this year and indicated that the results will be communicated to FCFC.

Biggest success and most difficult challenge during the past school year.

One of the biggest successes this year was the Leadership and Peer Mediation Summit. The summit included students and staff from all FCFC schools and provided an opportunity for sharing successes, providing mutual support and creating positive dialogues about important school issues.

The Culture Festival for the 3rd graders of Gamble was also a great success, the event afforded the students an opportunity to share their culture and experience exposure to the culture of other kids in the school including food, music, handouts, games and visual displays. Students in the leadership program definitely felt that the event was the highlight of the year.

Another important success continues to be the positive changes in behaviors of the children who participated in our coping/social skills and conflict resolution groups. All providers reported improvement in participant behaviors reflected in decreased rates of suspension and in-school fighting for attendees. Schools also reported improvement in in-class behaviors and academic performance.

Various challenges were encountered at the different schools. The on-going challenge in some of the schools has to do with availability of suitable rooms for the provision of the services. This is a challenge that has affected the services in prior years as well.

The second has to do with screening for appropriateness for a particular service. Improvements in in-school behaviors were significant however improvements were not uniform with some students improving markedly while others made small gains or no gains. One of the factors

affecting outcomes per our providers was the fact that students were not always screened for appropriateness for the particular service. Providers felt they could have achieved better outcomes if students were screened and in some cases divided among different groups. For example divide the court ordered anger management group participants from those who were not court ordered, as they require a somewhat different approach and intensity level of interventions.

Cancer Family Care
2421 Auburn Avenue
Cincinnati, Ohio 45219
The Treehouse Program

Summary of results for 2003/2004:

Services delivered at the following schools: Aiken High School, Gamble Elementary, Quebec Heights Elementary, Vine Street Elementary, Norwood Middle School, Allison Elementary, Sharpsburg Elementary, St. Bernard Junior High School, St. Bernard Elementary, and Elmwood Place Elementary,

Total Number of Students Served: 363 Children (unduplicated count)

Individual Counseling: 104 Children
Group Counseling: 54 Children
Crisis Intervention: 213 Children

Total Parents Served: 298

Individual Counseling: 7
Group Counseling: 16
Outreach Program: 210

Total Staff Served: 175

Individual Consults: 144
Group Presentations: 99

Two Evaluation Tools Used for Children: The evaluation tool was administered to 151 children who were receiving group or individual counseling. Both pre and post tests were completed by 70% of the children.

- (1) A Coping Scale is administered pre and post counseling. Children are asked to rate their own coping ability on a ten point scale with 1 representing coping very poorly and 10 representing coping well. The average score for the pre-test was 4 and the average post-test score was 7. For all schools the range of improvement on the Coping Scale was from +2.2 points to +3.5 points improved.
- (2) A Twenty Question Evaluation was used for individual counseling and group counseling. The scale is a four point scale from 0 –3. There was an improvement of +1 to +2 points on 16 of the 20 questions.

**HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL
CHILDREN FIRST PLAN**

Current FCF Provider Proposal - 2004/2005 School Year

SITE: Schwab School

Presented by SUMA

2330 Victory Parkway

Cincinnati, OH 45206

513-487-7862, 513-487-7868 FAX

Contact Person: Ryan Luckie, Program Director

513-721-7862, 513-287-8954 FAX, rluckie@prodigy.net

PROGRAM EVALUATION RESULTS FOR 2003-2004 SCHOOL YEAR

Goal 1: To educate participants to delay the onset of sexual activity and encourage abstinence until marriage.

- **At the completion of program, 55 program participants understand that having sex is something only married adults should do.**
- **At the completion of the program, 55 program participants intend to remain abstinent until marriage.**
- **At the completion of the program, 55 program participants intend on not becoming pregnant or not making someone pregnant until marriage.**
- **At the completion of the program, 55 program participants agree that sex can cause serious problems for teens.**

Goal 2: To identify, educate, and reduce other risky behaviors among program participants such as using drugs, alcohol, cigarettes , and skipping school.

- **During the program, 55 program participants did not use alcohol and/or drugs.**
- **During the program, 55 program participants intended to say “no” if offered alcohol.**
- **During the program, 55 program participants intend not to smoke cigarettes.**
- **During the program, 55 program participants intended not to skip school.**

Goal 3: To increase program participants’ knowledge regarding adolescent development and anatomy.

- **At the completion of the program, 55 program participants increased their knowledge of the correct terminology of the male and female anatomy.**
- **At the completion of the program, 55 program participants increased their understanding and knowledge of the developmental unfolding of puberty.**
- **At the completion of the program, 55 program participants increased their knowledge and understanding of sexually transmitted infections (STI’s).**

- At the completion of the program, 55 program participants increased their knowledge and understanding of good grooming, proper hygiene and overall physical wellness.

Center for Children and Families

Evaluation 2003-2004 school year

Description of services delivered:

In Year Seven the Center for Children and Families proposed to provide prevention, education, consultation, along with in-kind direct services, including psychiatric services. There continue to be approximately 100 to 150 referrals for the year at each school, with a smaller number at several of the elementary schools (Sharpsburg, Allison, and St. Bernard Elementary). Non-direct services include assessment and referral of students, crisis intervention, classroom discussions, psychoeducational presentations and groups, and consultation with school staff and parents. Direct service hours continue to be in high demand, and all agency staff maintained full caseloads throughout the year.

Did the programs accomplish what it set out to do? How did it relate to the Council's priorities?

Center for Children and Families staff works closely with FCFC coordinators other providers and school staff. Therapists provided mental health education and counseling, with the primary goal being improvements in students' behavior, academics, attendance, and relationships with peers, family and teachers. These improvements should increase motivation to stay in school, decrease disciplinary actions that could result in removal from school, and improve likelihood of success.

Utilization of Services:

In Year Seven, Center for Children and Families provided 15.5 hours per week at Vine, and Gamble; 23 hours per week at Quebec Heights, Schwab and Aiken, 28 hours per week at St. Bernard, and 31 hours at Norwood. All schools were fully staffed all year, with the exception of Vine, which was unstaffed in January and February due to the therapist there having to go on maternity leave earlier than planned. All referrals were acted upon by therapists, including assessing the student, consultations with parents and school staff, and referral to appropriate services or opening of a case when necessary. In addition, numerous psychoeducational groups were provided, which allowed many more students to receive preventive services at school. Direct services to students in school remained high, with approximately 150 students receiving ongoing counseling during the year.

Summary of evaluation results:

Center for Children and Families staff did 2 types of evaluations. First, school personnel who had made referrals were asked their opinions about the mental health therapists and their work in the school. Second, therapists evaluated a sample of the referred students who did, and did not follow through with recommended services. Changes in grades and attendance were examined. The results of these measures indicate that the teachers highly valued the therapists' work within all of the schools, and were able to notice a positive change in the majority of referred students. In addition, academic performance and attendance recommendations, while it often worsened for those who did not.

School staff completed our survey during May, 2004. Most schools returned 15 to 20 surveys, with Aiken and Quebec returning 20 to 25.

- * At ALL schools staff was either satisfied or very satisfied with the performance of the therapist 90-100% of the time.
- * Respondents noticed a positive change in the majority of students referred most of the time. At the two middle schools positive change was noted in the majority of students 90-100% of the time (Norwood M.S. – 92%, St. Bernard Jr. H.S. – 100%), at 7 schools (St. Bernard Elementary, Gamble, Allison, Sharpsburg, Aiken, Quebec, Schwab) 80-90% of the time, at 2 schools (Vine, Elmwood Place) 70-80% of the time.
- * Follow-up time was considered acceptable 90-100% of the time at ALL schools.
- * Assessment of referred students and ongoing counseling continue to be the services most highly valued by school staff, with groups, and consultation with parents and school staff also being considered very important.

Evaluation of referred students was a comparison between the quarter in which the student was referred and two quarters later. We examined the difference between students who did and did not follow through with therapists' recommendations.

- * Attendance was the most significant difference between those who followed through and those who didn't. The attendance of most who received services stayed the same or improved, and they attended school for significantly more days out of the year.
- * More students who did not follow through had an increase in missed days at school. Many students who did not receive services missed as much as 20% of the school year, and were much more likely to withdraw or be expelled. This was most dramatic at the Aiken and Norwood Middle School.
- * Those who followed through were more likely to get passing grades, while failing was more frequent among students who did not follow through. Those who followed through were more likely to have "C's" and above, while those who did not were more likely to have "D's" and "F's". This was most evident at the middle and high schools.
- * Those who followed through were also more likely to improve their grades while the majority of the grades of those who did not follow through more frequently got worse.

Biggest successes and challenges:

Successes:

1. Consistent CCF staff at most schools provided for increased school staff support and trust.
2. Improvements in grades and attendance in the majority of referred students.
3. Continued high number of referrals and utilization of services.
4. Increased requests for involvement of mental health staff in other school functions such as IEP meetings, interventions teams, and crisis teams.

Challenges:

1. Lack of parent involvement, poor follow-through with recommendations, particularly those requiring intervention outside school.
2. High demand for preventive services, but not enough preventive time is time available to provide requested services.
3. High numbers of suspensions and expulsions without consideration of alternatives. This was often counterproductive for changing students' behavior, causing increased resentment toward school, poorer attendance, and more missed schoolwork.

4. At Aiken, the changes in the design of the school and new principals at the various schools were problematic and often created obstacles to the provision of services.

GIRL POWER!
Presented by
BMF Pediatric Care

Description of services delivered during 2003-04.

Three Girl Power! Groups were provided to the following schools: Vine, Quebec Heights and Gamble Elementary. The groups consisted of 6 – 10 girls and met for two hours each week for four weeks. The meetings were facilitated by BMF Social Workers and included: drinks, paper products, healthy snacks, craft materials, poster boards, journals, and The Period Book by Jennifer Gravelle.

Summarize program evaluation results

BMF Social Workers completed pre and post tests with Girl Power participants and found 100% of participants demonstrated improved self-esteem, improved knowledge of the development/changes to their bodies and were aware of health facts regarding becoming a woman.

By implementing Girl Power during preteen years, BMF establishes a relationship that offers young women support and resources which will continue throughout adolescence. The group's focus is on the physical, emotional, social changes and well being of the girls and to enable them to be the best young women that they can be.

Within the groups, through crafting, journaling and sharing, many unanticipated benefits arise. Open, honest and heartfelt conversations take place between the girls and the facilitators, as well as with the girls in each group. By having a question bag, for anonymous questions or comments, the comfort level is at a maximum for the girls in the group. They feel safe to ask questions and facilitator can answer them with honest facts.

5-A-Day Campaign
Allison School – Norwood Schools
Family and Children First Supported Program
2003-2004 School Year

Provider: Nutrition Council

Contact: Suzanne Hopper @ 513-621-3262; email – Suzanne@nutritioncouncil.org

Evaluation Summary:

5-A-Day for Good Health School-Wide Educational Campaign Evaluation:

Results from the pre/post surveys completed by teachers for the 5-A-Day Nutrition Educational Campaign are listed below. Twenty-three pre-program surveys were returned by teachers compared to only 9 post-program surveys.

- Staff awareness of the 5-A-Day for Better Health eating message was high prior to the start of the campaign. The same number of staff (4) reported hearing the 5-a-day message for the first time prior to the start of the campaign and as reported at the end of the campaign.
- Teacher belief that eating habits impact health was strong and remained stable throughout the year. Pre-program 87% versus 88% on post-survey.
- Agreement by teachers that student academic performance is influenced by diet was good throughout the year. Pre-program results showed 75% agreement versus 100% agreement on post-survey.
- Self reported intake of fruits and vegetables was consistent during the 2003-04 school year. Vegetable intake reported on pre-program survey 91% consumed 2-5 servings per day versus 66% on the post survey. Seventy-nine percent (79%) of staff reported consuming 1-4 servings of fruit per day on the pre-program survey versus 77% on the post-survey.

Sixth grade students also completed a pre/post survey to assess knowledge and attitudes about healthy eating & well-being and self-reported intakes of fruits and vegetables.

- Students were familiar with the 5-a-day for better health message prior to the educational campaign at school. Seventy-four percent (74%) of students indicated they had heard the message though only 10% knew the meaning on the pretest. Post test results showed 93% of students reported hearing the message and 32% could identify foods to consume to meet 5-a-day healthy eating goal.
- Ninety-three percent (93%) of students indicated a positive attitude about fruit & vegetable intake and good health on the post test versus 55% on the pretest.
- Self-reported fruit and vegetable intakes remained consistent throughout the year according to survey results. Seventy-two percent (72%) of students reported consuming between 2-5 servings per day on the pretest versus 87% on the post test. An interesting note regarding self-reported intakes was that 25% of students reported eating no fruits or vegetables on the pretest compared to 6% on the post test.

Thomas Educational Service (services to children with MR/DD) Evaluation

In determining the data from the assessments please note the following:

Rating Evaluation Used:

- G = Good (able to give specific information)
- F = Fair (Base of information; no in-depth information)
- P = Poor (Little to no information)

Information was evaluated both objectively and subjectively. Some students remained the same from the pre test to the post test; others moved up one rating in specific areas (from poor to fair or fair to good); others moved up two ratings (from poor to good).

- Recognition of Sexual Abuse (including 4 areas: Private Body Parts; Kinds of touching; sex crimes and sexual assault; abusers and victims)
 - *Norwood Middle School (4 students)
 - 6 areas remained the same
 - 4 areas went up one rating
 - 6 areas went up two ratings
- Self Protection Strategies (including 3 areas: Self Assertion; Self-Defense/Privacy; Safety)
 - *Norwood Middle School (4 students)
 - 10 areas remained the same
 - 2 areas went up two ratings
- Reporting and Coping with Sexual Assault (including 4 areas: Sexual Assault; Medical exam; going to court; feeling better)
 - *Norwood Middle School (4 students)
 - 8 remained the same
 - 5 went up one rating
 - 3 went up two ratings
- Human Growth & Development (including 3 areas: Anatomy; Stages of Development; Changes in Adolescence)
 - *Norwood Middle School (4 students)
 - 4 remained the same
 - 8 areas improved two ratings

- Sexual Behavior and Feelings (including 8 areas: Sexual Expression; Fertilization and Birth, Pregnancy, etc.)
 - *Norwood Middle School (4 students)
 - 15 areas remained the same
 - 6 went up one rating
 - 11 went up two ratings

- Reproductive Health (including 4 areas: Menstruation; Physical exams; Preventing AIDS; Symptoms/treatments)
 - *Norwood Middle School (4 students)
 - 5 areas remained the same
 - 7 areas went up one rating
 - 4 areas went up two ratings

- Relationships (including 4 areas: Friendship and Romance; Dating; Engagement; Marriage)
 - *Norwood Middle School (4 students)
 - 12 remained the same
 - 2 areas went up two ratings

AMEND PROGRAM

The following is a summary and evaluation data of the Amend Program for the 2003-2004 school year at Quebec Heights.

Pre-test Post-test results are as follows;

Overall scores on the post-test were “higher” than the pre-test. Students were able to identify “healthier” alternatives when they get angry. In addition, almost all students demonstrated greater insight into communication and conflict resolution.

Written summaries on each student;

Summaries were done by the facilitator documenting progress, areas of concern and recommendations.

Collaboration with site coordinator/school staff;

Consulted weekly with site coordinator to problem solve any concerns/recommendations. Amend staff were available for additional consultation/meetings.